DOCUMENT RESUME

ED 470 634 JC 020 785

AUTHOR	Spurling, Steven; Gabriner, Robert
TITLE	The Effect of Concurrent Enrollment Programs upon Student Success at City College of San Francisco: Findings.
INSTITUTION	City Coll. of San Francisco, CA. Office of Institutional Development, Research, and Planning.
PUB DATE	2002-04-00
NOTE	5p.
AVAILABLE FROM	For full text: http://www.ccsf.edu/Offices/Research_Planning/pdf/ecepss02.pdf.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Access to Education; Community Colleges; *Cooperative Programs; *Dual Enrollment; Enrollment; *High School Students; Institutional Cooperation; Nontraditional Education; *Outcomes of Education; Shared Resources and Services; *Two Year College Students; Two Year Colleges
IDENTIFIERS	*City College of San Francisco CA; San Francisco Unified School District CA

ABSTRACT

This is a study comparing concurrent enrollment students at City College of San Francisco (CCSF) who went on to matriculate at CCSF, with first-time students at CCSF who graduated from the San Francisco Unified School District (SFUSD) high schools. The researchers asked the question: Did SFUSD students with concurrent enrollment experience perform better after matriculating at CCSF than first time entering SFUSD graduates who did not have prior experience at CCSF? The study looked at 18 and 19 year-old students graduating from a SFUSD high school and matriculating at CCSF between fall 1998 and fall 2000. Three hundred seventy seven students were enrolled in concurrent enrollment programs while in high school, while 2,274 SFUSD students had not enrolled in concurrent enrollment and were first-time CCSF students. Students with prior CCSF experience due to concurrent enrollment passed 58% of their units once matriculated at CCSF, while students without prior experience passed 53% of their units. Those with prior experience had a cumulative average GPA of 2.33, while those without prior experience had an average GPA of 2.10. In order to address the concern that concurrent enrollment students might be more highly motivated, the authors compared student groups based on the level of their college placements as well. Students with prior CCSF experience performed significantly higher in most categories. (NB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 470 634

THE EFFECT OF CONCURRENT ENROLLMENT PROGRAMS UPON STUDENT SUCCESS AT CITY COLLEGE OF SAN FRANCISCO

FINDINGS

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Gabriner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Steven Spurling
Robert Gabriner

OFFICE OF RESEARCH, PLANNING AND GRANTS
CITY COLLEGE OF SAN FRANCISCO

APRIL 2002

JC020285

BEST COPY AVAILABLE

San Francisco Unified School District high school students can enroll in courses at City College of San Francisco under the concurrent enrollment agreements between the two institutions. The benefit of concurrent enrollment, however, has never been examined. This study addresses the question: Did SFUSD students with concurrent enrollment experience perform better after matriculating at CCSF than first time entering SFUSD graduates who did not have prior course experience at City College? That is, what kind of impact did the concurrent enrollment programs have on students entering City College?

We looked at 18 and 19 year-old students graduating from a SFUSD high school and matriculating at CCSF between the Fall 1998 and Fall 2000. We found:

- A total of 377 students were enrolled in CCSF concurrent enrollment programs while in high school and, after high school, enrolled at CCSF.
- A total of 2274 students had not enrolled in concurrent enrollment programs while in high school and were first-time students at City College.

Success—Units Passed

We compared the two groups for the number of units passed with a C or better[1] and found that students with prior CCSF experience passed 58% of their units once matriculated at CCSF, while students without prior experience passed 53% of their units. (This difference was statistically significant at the .03 level).

Success—Grade Point Averages

We compared grade point averages of students with prior college experience to those without and found that those with college experience had a cumulative average GPA of 2.33, while those without college experience had an average GPA of 2.10. (This was statistically significant at the .0001 level).

Comparing Appropriate Student Groups

Is it valid to compare students with prior CCSF course experience with those who had not taken advantage of the concurrent enrollment programs[2]? Perhaps students enrolling in concurrent programs were only high achieving students, while those without prior college experience were the low achievers? Does this factor account for the difference in performance once both groups matriculated at CCSF?

To address this concern, we compared student groups based upon the level of their college placements. Students matriculating at CCSF must take a placement

---

[1] Units passed is calculated by taking the number of units passed with an A, B, C or Credit grade divided by the total number of attempted units including those receiving W (Withdrawal).

[2] When we compared the performance of new first-time SFUSD students at CCSF with SFUSD students who had been previously enrolled in both high school and college, we examined only the performance of these students following high school (not during their concurrent enrollment period). In addition, we controlled for age and looked at only students under the age of 20. We also eliminated new students transferring to CCSF from another two or four-year institution. One last control involved the elimination of SFUSD students enrolled in summer terms only taking only PE classes.

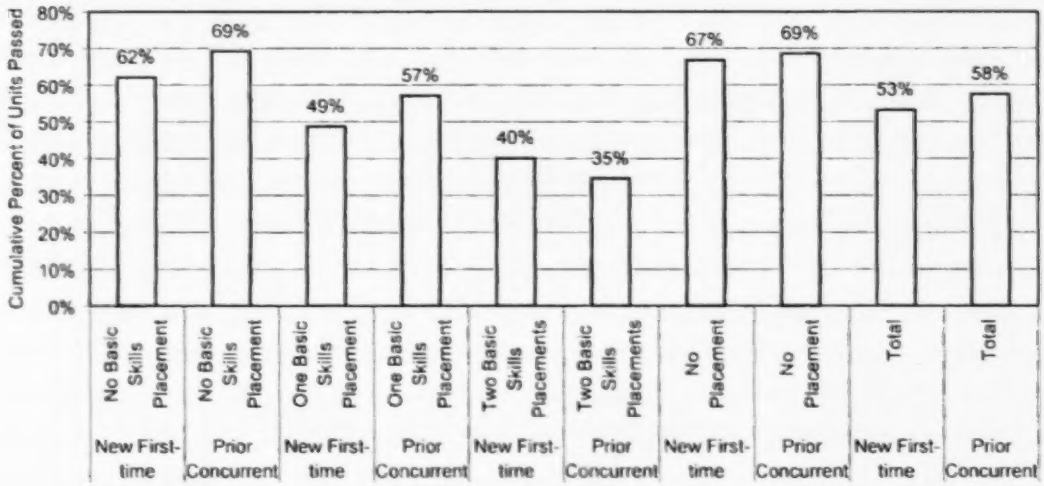
test in either English or ESL, and mathematics. Students can place at either a college or basic skills level. We calculated the placements of all students in this study using the following method:

- If students placed in degree applicable or transfer level courses in English/ESL and mathematics they were labeled "No basic skills placement."
- If students placed in the basic skills levels of English/ ESL **or** mathematics, they received "One basic skills placement."
- If they placed in the lowest levels of English/ESL **and** mathematics (arithmetic), they received "Two basic skills placements."
- If they did not take the placement test, they were labeled "No Placement."

We compared students by their cumulative (across all semesters) percentage of units passed (Credit or C or better) at CCSF. Graph 1 presents the results for new first time students compared to students with prior CCSF experience.

Graph 1

Percentage of Units Passed



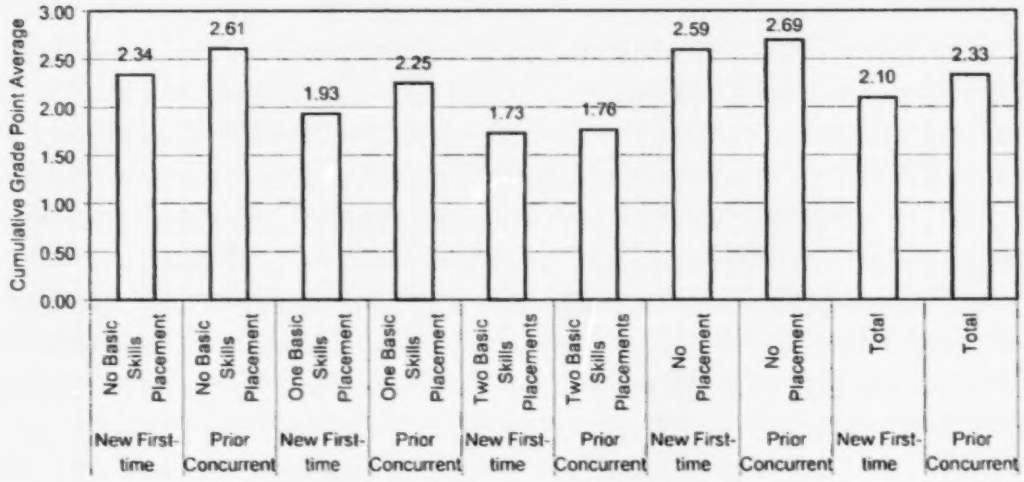
Students with prior CCSF experience performed statistically significantly better than first time students in all categories, except for students receiving two basic skills placements (and this difference is not statistically significant). For students with zero or one basic skills placement, students with prior college experience passed a greater percentage of units.

BEST COPY AVAILABLE

We compared the cumulative Grade Point Average of first time students to those with prior CCSF experience. Graph 2 presents the results.

Graph 2

Grade Point Average Comparisons



This graph shows that students with prior CCSF experience had statistically significant higher GPAs (2.33) than students with no prior experience (2.10). For students with two basic skills placements and those who failed to take the placement test, performance was roughly equal.

While a more extensive matching of students by gender, race, high school, test scores (either placement test scores or 11th grade STAR 9 scores), and other variables might add to the solidity of our conclusions, these findings suggest that concurrent enrollment programs have a positive impact upon later student performance at CCSF.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").